



National
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2016

Gàidhlig - Practical Criticism

Advanced Higher

Finalised Marking Instructions

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General Marking Principles for Advanced Higher Gàidhlig: Practical Criticism

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or Detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Candidates should use their own words as far as possible, unless the candidate is discussing or analysing a quotation. Where a candidate merely re-writes sections of the text with no supporting analysis or comment, no marks should be awarded.
- (e) Other answers can be accepted than those in the Marking Instructions as long as they are relevant and appropriate. We use the term “No freagairt sam bith eile a tha ionchaidh” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers.
- (f)
 - (i) For questions that ask candidates to “**Minich...**” or ask “**ciamar...**”, candidates must relate cause and effect and/or make relationships between things clear.
 - (ii) For questions that ask candidates to “**Seall mar a tha...**”, candidates must identify features of language and discuss their relationship with the ideas of the passage as a whole. Features of language might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.
 - (iii) For questions that ask candidates “**Carson, nad bheachd...**”, candidates must make a personal judgement based on the text and task.

The following notes are offered to support markers in making judgements on candidates’ evidence.

Stiùiridhean Comharrachaidh
Sgrùdadh – Teacsa 1 – Neo-fhicsean: Rosg

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
1.		<ul style="list-style-type: none"> • Na buairidhean a tha mu choinneimh muinntir a' bhaile is cafaidhean fosgailte a latha 's a dh'oidhche. • Na luchdan a bha daoine ag ithe anns na h-àiteachan seo. • Gur e an fheadhainn a bha ro reamhar mu thràth a bha ag ithe cus. 	3	
2.		<ul style="list-style-type: none"> • Tha iad ag ithe cus agus ag òl dheochan anns a bheil an t-uabhas de shiùcar. (Feumaidh an dà rud a bhith ann airson an comharra fhaighinn.) • Tha iad a' toirt a-steach barrachd chalaraidhean na tha iad a' cosg. 	2	
3.		<ul style="list-style-type: none"> • Coltach ri luchd-dèiligidh dhrogaichean, chan eil e gu diofar dha na companaidhean dè an cron a nithear air daoine cho fad 's a tha na prothaidean aca gu math. • Coltach ri luchd-dèiligidh dhrogaichean, tha na companaidhean ag aithneachadh gu bheil daoine air am beò-ghlacadh le siùcar agus gun lean iad orra a' pàigheadh airson na tha iad a' reic. 	2	

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
4.		<ul style="list-style-type: none"> • Chaidh dèiligeadh ri companaidhean mòra tòmbaca le laghannan teann. • Tha an sgrìobhadair den bheachd gum biodh e furasta gu leòr an aon rud a dhèanamh le companaidhean mòra bìdhe agus dibhe. 	2	
5.		<ul style="list-style-type: none"> • Foghlam: feumar (dòighean ùra a chur air dòigh gus) tuigse a thoirt do dhaoine a thaobh dè tha math dhaibh agus dè nach eil. <p>No</p> <ul style="list-style-type: none"> • Eacarsaich: tha an sgrìobhadair ag aithneachadh nach eil daoine san latha an-diugh a' dèanamh gu leòr dhith agus gur e sin a tha a' fàgail gu bheil daoine a' giùlan cus cuideim. 	1	

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
6.		<ul style="list-style-type: none"> Tha e cothromach oir tha e ag aideachadh gu bheil an gnothach seo a' buntainn ris fhèin: gur toigh leis fhèin gu mòr a bhith a' suidhe sìos le cupa cofaidh agus cèic milis / gu bheil e fhèin rudeigin trom (<i>tapaidh agus gu bheil mi fhèin</i>). Tha e cothromach oir tha e a' cleachdadh àireamhan an riaghaltais mar fhianais / bun-stèidh agus, an uair sin, a' togail nam puingean aige timcheall orra sin. Tha e mì-chothromach aig amannan. Chan eil e freagarrach a bhith a' moladh làithean-obrach sa ghàrradh no aig a' pholl-mhònadh mar eacarsaich nuair a tha e a' sgrìobhadh mu ghnòthach a chunnaic e sa bhaile mhòr. 	2	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Dh'fhaodadh gum bi cuid am beachd gu bheil an sgrìobhadair cothromach no mì-chothromach.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a' chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> <p>Tha stiùireadh air an làimh chli air na bhitheadh freagarrach mar fhreagairtean</p> <p>Aon chomharra an urra airson dhà de na freagairtean seo.</p>

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
7.	<ul style="list-style-type: none"> • Tha e a' sgrìobhadh mun ghnòthach seo bho shealladh pearsanta / Tha e follaiseach gu bheil an ghnòthach a' dèanamh dragh dha fhèin (me <i>Tha mi air a bhith cola-deug sa bhaile mhòr agus feumaidh mi ràdh ...</i>). Tha seo a' toirt neart dha na puingean a tha e a' dèanamh. • Tha e a' cleachdadh eisimpleirean de shuidheachaidhean a chunnaic e fhèin (me <i>'s e na luchdan a bha daoine ag ithe a chuir uabhas orm</i>) agus tha seo a' cur ris na h-àireamhan agus an fhianais eile a tha e a' cleachdadh. • Tha e a' tagadh fhaclan làidir gus cur an cèill cho dona 's a tha an ghnòthach (me <i>galar eagalach / puinnsean</i>). • Tha e a' cruthachadh seantansan goirid aig amannan gus firinn a' ghnòthaich a chur fa chomhair an leughadair ann an dòigh shimplidh (me <i>Tha sinn ag ithe cus.</i>). • Tha e a' cleachdadh àbhachd/fealla-dhà/aoir airson cuspair a tha rudeigin trom a dhèanamh nas aotruime (me <i>tha e cheart cho math dhut punnd siùcair ithe bhon spàin na crogan còc òl.</i>) • Tha e a' cleachdadh àireamhan oifigeil airson na beachdan aige a dhearbhadh agus bun-stèidh a thoirt dha na h-argamaidean aige. 	3	<p>Thathar an dùil gum bi oileanaich a' cleachdadh eisimpleirean agus/no a' toirt fianais airson nam puingean aca.</p> <p>Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ri freagairtean iomchaidh eile cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist.</p> <p>Tha còir aig oileanaich a bhith a' toirt eisimpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca. Tha stiùireadh air an làimh chli air na bhitheadh freagarrach mar fhreagairtean</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a' chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p>

Sgrùdadh - Teacsa 2 – Ficsean: Bàrdachd

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
8.		<ul style="list-style-type: none"> • aonranas/cianalas - tobhta anns an robh teaghlach uair a' fuireach. • call/bàs - deanntagan/cnàmhan caorach/daoine air am fuadach. • fàsach a tha fosgailte ris an t-sìde - 'a' cur na gaoith' gu aon taobh'. 	2	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Aon chomharra an urra airson dhà de na freagairtean seo.</p>
9.		<ul style="list-style-type: none"> • a bhith a' cruasachadh air eachdraidh nan daoine a bha a' fuireach air an eilean. 	1	<p>No freagairt sam bith eile a tha iomchaidh.</p>
10.		<ul style="list-style-type: none"> • 'an impis tuitearn' - crionadh anns an taigh/a' sealltainn cho cuagallach 's a tha an taigh. • 'sgeidse' - a' sealltainn nach e dealbh coileanta a th' ann. • 'blòighean' - chan eil ach criomagan air fhàgail - mar criomagan fiosrachaidh. 	2	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Aon chomharra an urra airson dhà de na freagairtean seo.</p>

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
11.	<ul style="list-style-type: none"> • nam mac-meanma tha iad a' cluinntinn faclan agus gàire an teaghlaich agus tha beatha san taigh beò mar a bha i uaireigin. • Tha taghadh-facail ga cleachdadh co-cheangailte ri clachaireachd/togail a tha a' sealltainn gu bheil an taigh slàn a-rithist airson greiseag/'ath-thogail'-ga dhèanamh a-rithist bho na pìosan a tha nan laighe mun cuairt • tha taghadh-facail 'gàire' agus 'faclan' a tha a' riochdachadh rudan a tha toilichte agus làn beatha mar a bha anns na seann làithean. • tha liosta nan gnìomhairean a' sealltainn na h-obrach a tha mar gum biodh a' dol air adhart. 	3	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a' chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> <p>Dh'fhaodadh freagairt ceart sìmplidh aon chomharra fhaighinn le freagairt a tha nas fharsainge, mionaideach le deagh fhianais agus mìneachadh a bhith airidh air 's dòcha suas gu 2 chomharra.</p> <p>Ann a bhith a' ceartachadh na ceist seo feumaidh oileanaich a bhith a' sealltainn a' bheachd aca air an structar agus dè cho èifeachdach 's a tha e.</p>

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
12.	<ul style="list-style-type: none"> • tha an stad phuing ann am meadhan loidhne 10 a' comharrachadh atharrachadh tònna anns a' bhàrdachd - tha e a' dèanamh soilleir nach bi cùisean mar a bha, a chaidh. • tha an liosta de dh'fhaclan co-cheangailte ri uisge a' sealltainn gu bheil cuimhne air na laithean bho shean air a dhol à sealladh ceum air cheum. • tha an abairt 'fhacail choimheach' air a chur air leth aig deireadh na bàrdachd a' sealltainn nach buin an luchd-tadhail dhan àite. • leis an abairt 'fhacail choimheach' air a chur gu aon taobh leis fhèin aig deireadh na bàrdachd tha e a' sealltainn mar a tha cùisean dol a bhith a chaidh. • tha am beàrn a' riochdachadh nan daoine nach eil ann a-nis. • tha am beàrn a' sealltainn nach urrainn do dhuine beò ceangal ceart a dhèanamh ris an àite. 	4	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Ann a bhith a' ceartachadh na ceist seo feumaidh oileanaich a bhith a' sealltainn a' bheachd aca air an structar agus dè cho èifeachdach 's a tha e.</p> <p>Dh'fhaodadh freagairt ceart sìmplidh aon chomharra fhaighinn le freagairt a tha nas fharsainge, mionaideach le deagh fhianais agus mineachadh a bhith airidh air 's dòcha suas gu 2 chomharra.</p>

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
13.	<ul style="list-style-type: none"> • tha am bàrd den bheachd gu bheil na h-àiteachan seo agus an dòigh-beatha a bh' annta caillte gu bràth tuilleadh agus nach bi iad mar a bha gu sìorraidh. • tha seo ri fhaicinn nuair a tha am bàrd ag innse mar a thathar a' feuchainn ris na seann làithean ath-chruthachadh, ach tha e soilleir aig deireadh na bàrdachd (fhacail choimheach) nach gabh seo a dhèanamh. • tha mi ag aontachadh rithe, oir nam bheachd, tha sinn a' cosg cus tìde agus airgead air gnothaichean eachdraidheil nach eil gu feum sam bith san latha a th' ann. <p>no</p> <ul style="list-style-type: none"> • tha am bàrd a' sealltainn nach eil feum ann a bhith a' coimhead air ais oir cha ghabh an eachdraidh/ dualchas a ghleidheadh. • tha seo ri fhaicinn nuair a tha am bàrd ag innse dhuinn gu bheil an t-eilean a' dol fodha ann an tuil agus, leis a sin, nach tèid stad a chur air a' chrionadh seo, ge b' oil leinn. 	3	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> <p>Thèid comharraidhean a thoirt seachad a rèir mar a tha taic agus breithneachadh ag obair còmhla.</p> <p>Thathas a' sùileachadh gum minichear an teachdaireachd gu soilleir (1), gun togar / gun dèanar iomradh air a' bhàrdachd gus seo a dhèanamh (1), agus gun seallar gu dè an ìre a thathar ag aontachadh rithe</p> <p>Feumaidh fionais/iomradh mu bhrìgh na bàrdachd a bhith ceangailte ri freagairtean.</p> <p>Tha trì eisimpleirean an seo air mar a dh'fhaodar a' cheist seo a fhreagairt.</p>

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
	<ul style="list-style-type: none"> • chan eil mi ag aontachadh ris, oir tha tuigse agus eòlas air na làithean bho shean gar cuideachadh ann a bhith a' tuigsinn cò às an tàinig sinn agus gu dè a dh'fhàg sinn san t-suidheachadh sa bheil sinn an-diugh. no • As bith dè cho cruaidh 's a bhios sinn a' feuchainn ris na làithean a dh'fhalbh fhiosrachadh, tha e do-dhèanta. • tha seo ri fhaicinn nuair a tha am bàrd ag innse gu bheil iad a' strì ri dealbh an taighe a chruthachadh nan inntinn / mac-meanmna, ach a dh'aindeoin sin, cha tèid aca air grèim ceart fhaighinn air na làithean a dh'fhalbh. • tha mi ag aontachadh rithe, oir ged a tha e feumail a bhith a' coimhead air mar a bha, tha e cudromach a thuigsinn nach urrainn dhuinn na seann làithean ath-bheothachadh. • no beachd iomchaidh eile 		

[END OF MARKING INSTRUCTIONS]



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Gàidhlig - Literature and Writing

Advanced Higher

Finalised Marking Instructions

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General Marking Principles for Advanced Higher Gàidhlig: Literature

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or Detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Markers should take into consideration the suitability of the text(s) chosen by the candidate, which should be complex and sophisticated. Depending on the candidate's approach and depth of analysis, some texts may be self-penalising.
- (e) Assessment should be holistic. There may be strengths and weaknesses in the essay: assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall essay.
- (f) Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band with the candidate's performance.
- (g) Once the appropriate band descriptor has been selected, the assessor should follow this guidance:
 - If the evidence fully meets the standard described, award the highest available mark from the range
 - If the candidate's work just meets the standard described, award the lowest mark from the range.Otherwise, where applicable, the mark should be awarded the middle mark in the range. Where there is no evidence relevant to the task, award a mark of 0.

The following notes are offered to support markers in making judgements on candidates' evidence.

Detailed Marking Instructions
Stiùiridhean Comharrachaidh
Roinn 1: Litreachas

Marks		20-19	18-16	15-13	12-10	9-7	6-4	3-1
Litreachas	Knowledge and understanding The candidate demonstrates:	a comprehensive knowledge and understanding of the text(s)	a very clear knowledge and understanding of the text(s)	a clear knowledge and understanding of the text(s)	an adequate knowledge and understanding of the text(s)	insufficient or inconsistent evidence of knowledge and understanding of the text(s)	limited evidence of knowledge and understanding of the text(s)	little knowledge and understanding of the text(s)
		a comprehensive selection of textual evidence to support a relevant and coherent argument	very clear textual evidence to support an argument that is clearly focused on the demands of the question	clear textual evidence to support the demands of the question	adequate textual evidence to support a line of thought which has some focus on the question	insufficient or partially irrelevant use of textual evidence to support focus on the demands of the question	limited textual evidence which leads to little focus on the demands of the question	very limited textual evidence which leads to little or no focus on the demands of the question
	Analysis The candidate demonstrates:	a comprehensive analysis of the effect of the literary/ linguistic/filmic techniques	a very clear analysis of the effect of the literary/ linguistic/filmic techniques	a clear analysis of the effect of the literary/ linguistic/filmic techniques	an adequate analysis of the effect of the literary/ linguistic/filmic techniques	limited analysis of the effect of the literary/ linguistic/filmic techniques,	little or no analysis of the effect of the literary/ linguistic/filmic techniques, focusing mainly on content	no analysis of the literary/ linguistic/filmic techniques, focusing only on content
Evaluation The candidate demonstrates:	a committed evaluative stance with respect to the text(s) and the task	a very clear evaluative stance with respect to the text(s) and the task	a clear evaluative stance with respect to the text(s) and the task	adequate evidence of an evaluative stance with respect to the text(s) and the tasks	insufficient evidence of an evaluative stance with respect to the text(s) and the task	limited evidence of an evaluative stance with respect to the text(s), and the task, focusing mainly on content	no evidence of an evaluative stance with respect to the text(s) and the task, focusing only on content	

General Marking Principles for Advanced Higher Gàidhlig: Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or Detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Markers should take into consideration the form and style of the language used by the candidate, as appropriate to genre.
- (e) Assessment should be holistic. There may be strengths and weaknesses in the essay: assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall essay.
- (f) Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band with the candidate's performance.
- (g) Once the appropriate band descriptor has been selected, the assessor should follow this guidance:
 - If the evidence fully meets the standard described, award the highest available mark from the range.
 - If the candidate's work just meets the standard described, award the lowest mark from the range.Otherwise, where applicable, the mark should be awarded the middle mark in the range. Where there is no evidence relevant to the task, award a mark of 0.

Detailed Marking Instructions
 Stiúiridhean Comharrachaidh
 ROINN 2: Sgríobhadh

Marks		20-19	18-16	15-13	12-10	9-7	6-4	3-1
Sgríobhadh	Style and structure The candidate demonstrates:	a close engagement with the task, style and a clear sense of structure	a very good engagement with the task and some style and a good sense of structure	a good engagement with the task and some style and a good sense of structure	some engagement with the task, some structure and an attempt to employ some style in the writing	only a limited engagement with the task and an insufficient sense of structure	little engagement with the task or a limited sense of structure	little engagement with the task and a very limited or no sense of structure
	Language resource The candidate demonstrates:	a wide range of vocabulary, idiom and language structures	a very good range of vocabulary, idiom and language structures	a good range of vocabulary, idiom and language structures	an appropriate range of vocabulary, idiom and language structures	insufficient vocabulary, idiom and/or language structures to convey meaning consistently	a limited range of vocabulary, idiom and language structures	a very limited range of vocabulary, idiom and language structures
	Clarity and accuracy The candidate demonstrates:	a high degree of clarity, fluency and accuracy, consistently achieving effective and immediate communication	a very good degree of clarity, fluency and accuracy, achieving effective and immediate communication	a good degree of clarity, fluency and accuracy, achieving effective communication	a reasonable degree of clarity, fluency and accuracy, achieving communication, even where some parts may not be immediately clear	an insufficient degree of clarity, fluency and accuracy to achieve communication consistently and clearly	a limited degree of clarity, fluency and accuracy, which may impede communication in places	a very limited degree of clarity, fluency and accuracy, which frequently impedes communication

[END OF MARKING INSTRUCTIONS]